TEACHING VOCABULARY THROUGH PICTURES

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Abstract: Learning English is directed to develop the pupils' competency both in language skills and language components. Language skill consists of listening, speaking, reading, and writing while language component consist of vocabulary, pronunciation, and grammar. In teaching English, it cannot be separated one and other because all of them support each other. Among the four language skills and three components mentioned above, vocabulary is one of the most essential parts to be learnt since the aim of learning a language is to be able to communicate in the target language, and one of the best techniques in learning vocabulary is through pictures in the form of: (1) flashcards (small cards which we can hold up for the pupils to see), (2) large wall pictures (big enough for everyone to see detail), (3) cue cards (small cards which pupils use in pair or group work), (4) photograph or illustration.

Abstrak: Belajar Bahasa Inggris diarahkan untuk mengembangkan kompetensi siswa baik dalam keterampilan bahasa dan komponen bahasa. Keterampilan berbahasa terdiri dari mendengarkan, berbicara, membaca, dan menulis, sementara komponen bahasa terdiri dari kosakata, pengucapan, dan tata bahasa. Dalam mengajar bahasa Inggris, tidak dapat dipisahkan satu dan lainnya karena semua aspek saling mendukung. Di antara empat keterampilan bahasa dan tiga komponen yang disebutkan di atas, kosakata merupakan salah satu bagian yang paling penting untuk dipelajari karena tujuan belajar bahasa adalah untuk dapat berkomunikasi dalam bahasa target, dan salah satu teknik terbaik dalam belajar kosakata adalah melalui gambar berupa: (1) flashcards (kartu kecil yang dapat dilihat murid), (2) gambar dinding besar (cukup besar untuk dilihat semua murid dengan detail), (3) kartu petunjuk (kartu kecil yang digunakan murid secara berpasangan atau kerja kelompok), (4) foto atau ilustrasi.

Kata Kunci: Pengajaran, Kosakata, Gambar

Introduction

English as a foreign language has been taught at elementary school to higher education level. There are eight subjects and local content subjects taught at elementary school. English is one of the local content subjects taught at elementary school. As a local content subject, the objective of teaching English at elementary school is to develop the pupils' ability to communicate for language accompanying action in school context with English.[1] In this case, to achieve this objective, the teaching of English is directed to develop the pupils' competency both in language skills and language components. Language skill consists of listening, speaking, reading, and writing while language component consist of vocabulary, pronunciation, and grammar. In teaching English it cannot be separated one and other because all of them support each other. The pupils must master not only skill of speaking but also the other skills and the language components. It is intended to the pupils to be able to communicate well.

Among the four language skills and three components mentioned above, vocabulary is one of the most essential parts to be learnt since the aim of learning a language is to be able to communicate in the target language.

In order to be successful in communication, it is necessary to use correct and appropriate language situation. Thus, pupils need to possess a good command of grammar, pronunciation, and vocabulary. The pupil who does not learn grammar and have sufficient vocabulary will not be able to use language for communication. For this reason vocabulary must get high priority in language teaching in order to develop communicative skills of the pupils.

Based on the competence-Based curriculum, the competence from which pupils of elementary school are expected mastery of vocabulary at the level of 900 words and the suitable grammar. It is intended to pupils are able to understand short and simple oral texts in the form of conversation, narration, and description, to express their feeling, to understand simple written texts, and to present simple information and ideas in written form of 100 words at length.[2]

Realizing that vocabulary is the main component of language and very important to be mastered by the pupils in learning a foreign

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[1] BSNP. *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 22, Tahun 2006 Tentang Standar Isi.* (BSNP, Jakarta, 2006)

[2] Setiyadi, DKK. *TEFL 2*, (Jakarta: Universitas Terbuka, 2007), h. 22.

language, they must devote part of their time for learning vocabulary items. In learning English vocabulary for foreign language pupils like Indonesian pupils need special effort because English is quite different from their mother tongue or their native language. It is not enough for them in learning English vocabulary by using indirect method that is by building up their vocabulary through learning the four language skills. They must have special time that lets them have more opportunities in learning English vocabulary through a meaningful technique that can help them in increasing their vocabulary.

Of course, the success of pupils in learning vocabulary depends on the technique that is applied by the teacher. Technique is one of the main factors that can influence the success or failure of the teaching. The technique is implementation of activities that which actually takes place in a classroom. It is particular trick used to accomplish an objective. The teaching of vocabulary is commonly carried out by the teacher with the technique of using context. The pupils learn vocabulary through the reading text given. In these activities the pupils are usually asked to find out the difficult words and get the meaning through dictionary. Sometimes they are asked to take the synonym or antonym of a word in the reading text. This technique based assumption that vocabulary is usually regarded only as a compliment function instead of one main component in English lesson in a whole like grammar and others of four language skills. Therefore teaching English vocabulary gets fewer portions in time in teaching English activity compared with others language elements. As a result, the English vocabulary mastery by the pupils is far from being expected.

As a matter of fact, the teacher's teaching style and the technique that applied by the teacher gave a great contribution to the condition. Some facts were found related to the teaching vocabulary: (1) the teacher assigned to pupils to memorize certain words found in the text book or in the dictionary; and (2) the teacher asked the pupils to find difficult words or unfamiliar words then translated them into Indonesian. The techniques applied by the teacher do not seem to be effective since they do not give much contribution in developing pupils' vocabulary mastery. The writer further thought that inappropriate teaching technique applied by the teacher may be the cause of the low proficiency of the pupils in learning English.

To cope with the problem identified above, the English teacher needs to use appropriate techniques in teaching English, particularly in teaching vocabulary such as song, video, games, and pictures technique.

Concept of Vocabulary

To understand about the concept of teaching vocabulary, it is important to know what vocabulary is. Vocabulary is list words of a language. Vocabulary is (1) total number of words which (with rule for combining them) make up a language, (2) a range of words known to, or used by, a person, in a trade, profession, etc, (3) list of words used in a book, usually with definitions or translations.[3]

Another concept Vocabulary is, according to Hatch & Brown (1995), the list of words that speakers of a particular language use. As language teachers we use different types of teaching aids to explain the meaning of new words. Using pictures is one of the teaching aids that teachers depend on in their teaching. Harmer states that "Teachers have always used pictures or graphics – whether drawn, taken from books, newspapers and magazines, or photographs – to facilitate learning". In my experience, English teachers tend to feel that using pictures in teaching new words makes the process enjoyable and memorable. They also feel that pictures attract pupils' attention and deepen their understanding of vocabulary. Pictures can also help learners with abstract words, as associating the words with a concrete object makes these words easier to remember. Harmer states that "one of the most appropriate uses for pictures is for the presenting and checking of meaning. An easy way of explaining the meaning of the word aeroplane, for example, is to have a picture of one". Of course, not all new words can be taught using pictures but most concrete vocabulary can[4].

Referring to the proposed definition above, it can be understood that definition of vocabulary is given based on form and size. The form refers to a list of words with their meaning which is arranged alphabetically in a certain language. On the other hand, the size refers to number of words that someone use or comprehend when s/he communication with each other in a particular time or situation.

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[3] Hornby, AS. *Oxford Advanced Learner's Dictionary of current English.* (Oxford: Oxford University Press, 1987), h. 322.

[4] J. Harmer, *The practice of English language teaching,* 3rd ed. (London: Longman. 2001), h. 134-135.

As long as vocabulary is list of words whether in foreign, second and target language, the pupils hope to mastery them in order to be able to communicate in that language. By considering this fact, vocabulary is viewed as main or prominent components of a language compare with other. Vocabulary acquisition is considered by many to be the single most important aspect of foreign language learning. It doesn't mean that four skills of a language that is listening, speaking reading, writing and other components of language grammar, spelling and pronunciation are not important, but on the contrary, the pupils must learnt and master the four skills of a language and also other component of language. The more vocabulary the learners have, the easier for them to develop their four language skills. Obviously, to learn vocabulary means to learn language skills all together even all of language components.[5] Vocabulary is a core of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to native speakers, using the language in different contexts, watching television and reading.[6]

It is clear that basically the vocabulary is no single item or separated components of language to be learnt, but it must be integrated with language skills and other components of language. They support each other when they utilized in communication. There is no one focus only on grammatical aspect or spelling aspect to grasp without having sufficient vocabulary to support the pupils to study listening, speaking, reading, writing, and pronunciation.

Types of vocabulary

In teaching vocabulary it is important to know about types of vocabulary. Vocabulary is classified into two different terms: receptive and productive vocabulary. Receptive vocabulary use involves perceiving the form of word while listening or reading and retrieving its meaning. Productive vocabulary use involves wanting

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[5] Johannes A.Prayogo, *English Language Education, Models of Vocabulary Teaching Strategies.* (Malang: FPBS IKIP MALANG, 1997), h. 122.

[6] Jack C Richard and Willy A. Renandya, *Methodology in Language Teaching; An Anthology of Current Practice.* (Cambridge: Cambridge University Press, 2002), h. 77.

to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form.[7]

A distinction is frequently made between 'active' and 'passive' vocabulary. The former refers to vocabulary, that have been learnt by the pupils and which they are expected to be able to use whilst the latter refers to words which the pupils will recognize when they meet them but which they will probably not able to produce.[8] Furthermore he states that, this distinction becomes a bit blurred, however, when we consider what 'knowing a word' means and when we consider the way pupils seem to acquire their store of words. It is true that pupils 'know' some words better than other, but it has not been demonstrated that these are necessarily the words which teachers have taught them.

For beginner and elementary levels it certainly seems a good idea to provide sets of vocabulary which pupils can learn. Most of these early words will be constantly and so can, presumably, be consider as 'active'. But at intermediate level, it can assume that pupils have a store of words but it would be difficult to say which are active and which are passive. A word that has been active through constant use may slip back into the passive store if it is not used. On the other hand, a word that pupils have in their passive store may suddenly become active if the situation or the context provokes its use. In other words, the status of a vocabulary item does not seem to a permanent state of affairs.

Selection of vocabulary

In teaching of vocabulary, there are not all the vocabulary material are presented. This based on the consideration that some of them not beneficial for the pupils to learn. Thus, which words should teach for the pupils is on the basis of importance and how frequently they are use by the pupils.

The aim of vocabulary selection is to make the learning process becomes more efficient and effectively. Teaching can effectively deal with only a small amount of information about a word at a time. The more complex the information is, the more likely the learners are to misinterpret it. The aim of vocabulary selection is to remedy the lack of vocabulary a person most needs and to make

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[7] Nation, I.S.P. *Learning Vocabulary in another Language*. Cambridge (Cambridge: University Press, 2001), h. 121.

[8] J. Harmer, *The Practice of English Language Teaching*. Longman Group UK Limited, London. 1991), h. 21.

the learning process to become a more efficient one.[9] A language is so complex that selection from it is always one of the first and most difficult problems of anyone who wishes to teach it systematically. It has come to be more and more generally realized that random selection is wasteful approach, and that only a complete system capable of continuous enlargement can form a satisfactory objective for the first stage in any attempt to grasp as much as possible of the entire language as may ultimately be necessary. Roughly a language system may be considered as consisting of words entering into grammatical constructions spoken with conventional stress and intonation. To find the minimum number of words that could operate together in constructions capable of entering into the greatest variety of contexts has therefore been the chief aim of those trying to simplify English for the learner. Various criteria have been employed in choosing the words, but the dominant activity throughout the period among all those concerned with systematic teaching of English has been vocabulary selection.

Based on these statements above, it is clearly that vocabulary selection is very important. The fact shows there are many word that are rarely used for communication and thus, they are not necessary to be taught since spend a large amount of time and they cannot directly support the pupils to learn their lesson.

In order to select what words will be taught to pupils in this case frequency and coverage is two important criteria in vocabulary selection. Vocabulary should the pupil learn is the words most frequently used in the language. A general principal of vocabulary selection that is frequency and coverage.[10] Frequency refers to which words we should teach on the basis of how frequently they are use by speaker of the language. The words which are most commonly used are the ones we should teach first while coverage refers to a word is more useful if it covers more things than if it only has one very specific meaning.

The two principles would suggest that a word like 'book' would be an early vocabulary item because it is frequently used by

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[9] Sukmin. *Word Games to Increase the Vocabulary of the Third Year Students of MTs Sunan Kalijogo Malang.* Unpublished Thesis. (Graduate Program in English Language Education State University of Malang: 2004), h. 102.

[10] Nation, P. *Teaching Vocabulary.* Victoria University of Wellington, New Zealand. Retrieved on December 30, 2009 from http://Engengine,googlepages,com/teaching vocabulary,pdf.

native speaker and has greater coverage than 'notebook', 'exercise book', and 'textbook',. In addition, Harmer suggests that to teach words at lower levels must be more concrete and gradually become more abstract. Word like 'table', 'chair', and 'chalk',. have figured in beginners' syllabus because the things which the words represent are there in front of the pupils and thus easily explained. Word like 'charity', however, are not physically represented in the classroom and is far more difficult to explain.

In addition to the criteria of vocabulary selection, words with the highest frequency and the widest range are considered to be the most useful ones for the purposes of language teaching. Richards further suggests that other criteria were therefore also used in determining word list, these included:

Teachability: In a course taught following the Direct Method or a method such as Total Physical Response, concrete vocabulary is taught early on because it can easily be illustrated through pictures or by demonstration. *Similarity:* some items may be selected because they are similar to words in the native language. For example, English and French have many cognates such as *table, page*, and *nation,* and this may justify their inclusion in a word list for French-speaking learners. *Availability:* Some words may not be frequent but are readily "available" in sense that they come quickly to mind when certain topics are thought of. For example, *classroom* calls to mind *desk, chair, teacher,* and *pupil,* and these words might therefore be worth teaching early in a course. *Coverage:* Words that cover or include the meaning of other words may also be useful For example, *seat* might be taught because it includes the meaning of *stool, bench*, *and chair. Defining power:* Some words could be selected because they are useful in defining other words, even though they are not among the most frequent words in the language. For example, *container* might be useful because it can help define *bucket, jar* and *carton.*[11]

The procedures of vocabulary selection lead to the compilation of a basic vocabulary that is, a target vocabulary for a language course usually grouped or graded into levels such the first 500 words, the second 500 words, and so on. Referring to the teaching of vocabulary at elementary school, the selection of the words is done

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[11] Jack C. Richards, *Curriculum Development in Language Teaching.* (Cambridge: Cambridge University Press, 2001), 23.

by text book writers and the vocabulary selection is usually put at the end part of the text book in the form of words list

Teaching Vocabulary in EFL Class

In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. Traditionally, vocabulary learning was often left to look after itself and received only incidental attention in many textbooks and language programs. Thus, although the course curriculum was often quite specific about aspects of teaching such as grammar, reading, or speaking, little specification was given to the role of vocabulary. In relation to the role of vocabulary, The status of vocabulary now seems to be changing. For one thing, the notion of a word has been "broadened" to include context and use frequency, and it has been suggested that in the initial stages of learning these play a primary role in communication and acquisition.

In teacher preparation programs today, there is more attention to techniques for teaching vocabulary. One reason is this in many EFL or ESL classes, even where teachers have devoted much time to vocabulary teaching, the results have been disappointing. Sometimes after month or even years of English many of words most needed have never been learned. Especially in countries where English is not the main language of communication, many teachers and pupils more help with vocabulary in order to able communication in a foreign language.

There are three approaches to vocabulary teaching and learning: incidental learning (learning vocabulary as a by-product of doing other things such as reading or listening), explicit instruction, and independent strategy development. Furthermore, they recommend that a major source of incidental learning is extensive reading as a regular out-of-class activity. Thus, incidental learning of vocabulary requires that teachers provide oppurtunities for extensive reading and listening. And explicit instruction depends on identifying specific vocabulary acquisition target for learners. In this case, in explicit instruction involves diagnosing the words learners need to know, presenting words for the first time, elaborating word knowledge, and developing fluency with known words. Meanwhile, independent strategy development involves practicing guessing from context and training learners to use dictionaries.

Objectives of teaching vocabulary

The objectives of teaching vocabulary in teaching English basically cannot be separated from the objectives of teaching English in general. It means that the objectives of teaching English implicate the objective of teaching vocabulary. The objective of teaching English at elementary school namely: (1). Listening: to understand instruction, information, and simple short story that is conveyed in oral form in school and pupils' environment context; (2). Speaking: to express meaning of the interpersonal and transaction discourse in oral form in school and pupils' environment context; (3) Reading: sonorous reading and to understand the meaning of instruction and information about the simple and short functional and descriptive text; (4) Writing: to write word, expression, and short of functional text correctly.[12]

Related to the above statement, the objectives of teaching English at elementary school is to develop listening, reading, speaking and writing skills provides pupils with more words level and the structure level suitable for the themes and topics to be determined on the basis of pupil's interest and stage of development. It can be concluded that the objective of teaching vocabulary at elementary school is basically aimed at sustaining the four language skills in English since vocabulary is an essential aspect of mastering English or other foreign languages. Hence, to learn vocabulary means to learn all language components all together even language skills (listening, reading, speaking and writing).

Techniques in teaching vocabulary

A technique is implementation that which actually take place in classroom. It is particular trick, strategy, or contrivance used to accomplish an immediate objective. The success and the failure of a language instruction conducted in a class relies heavily on the technique apply by the teacher. Thus, in relation to the vocabulary teaching technique, it is expected that the technique selected can foster the pupils to increase and to establish their vocabulary. Similar to the teaching of other language components or language skills, the teaching of vocabulary requires suitable technique to offer pupils an interesting ways to make them easy to understand the topic being discussed. It is one of the reasons that the teaching technique plays an important role in the teaching and learning process. In this case the

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[12] BSNP. *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 23, Tahun 2006 Tentang Standar Kompetensi Lulusan.* BSNP, Jakarta.

programs that prepared language teachers gave little attention to technique for helping pupils learnt vocabulary.

By using precise technique is not only able to attract the pupils to be fully involved in the teaching and learning process, but also be able to emerge pupils' interest to the learning process. To teach vocabulary means to introduce learners with new words that can increase their mastery of those words. Those words will be then useful for pupils to understand the messages covered in English passages. In other words, the technique of teaching vocabulary is intended to foster the pupils to increase their new vocabulary. Besides, it can establish pupils' ability in covering all their problems related to learning vocabulary. It is obvious that the function of the technique of teaching vocabulary is not only aimed at increasing pupils' mastery on new words, but it is also aimed at establishing pupils' ability to be master certain vocabulary.

On basis consideration of the importance of vocabulary, the teaching of English should be firstly directed to bring the pupils to master vocabulary in order to equip them with the richness of vocabulary to communicate in foreign, second or target language. On the other hand, the teacher should provide the pupils with enough time to manage their selves to gain much more chance to get new vocabulary through teaching and learning process in the classroom. In addition, the teacher should also be able to offer an interesting technique to teach vocabulary in order to put the pupils in a fresh atmosphere to learn. In teaching vocabulary it is better to integrated with other components of language and four skills of language. The teachers do not realize that integrating the teaching of vocabulary into the teaching of the four language skills will help the learner use their vocabulary in more natural and meaningful way. Recycling the teaching of vocabulary using various contexts will also make the words learned remain longer in the learners' memory. Furthermore he suggests some examples of techniques of vocabulary teaching such as: 1) Ostensive definition, that is giving the learner sensory experience of the referent (example: seeing an actual "boot", touching something "rough", tasting something "sweet"), 2) Paraphrase, that is expressing the same contextual meaning in other words (example: the sun Parched the ground = the sun made the ground completely dry), 3) Exemplification, that is giving an example of the item in context so as to illustrate its use (example: after it had

been washed the shirt had shrunk to a much smaller size), 4) Definition, that is saying what the word can mean (example: port = a town with a harbor, a sweet red wine, the left hand side of a ship or aircraft, a small opening through which a gun can be pointed), 5) Translation:(a) providing equivalent words in the L1 (example: story = cerita, riwayat, kisah), (b) providing a contextual equivalent in the L1 (example: he went upstairs to bed. Upstairs = ke atas), 6) Comparison, showing an item is similar to and different from another item already known to the learner (example: "cunning" is similar to "clever" in that both refer to an ability to plan and achieve things - but " cunning " also implies deceiving somebody in order to achieve a selfish purpose), and 7) Contrast, showing how an item contrasts with an item already known (example: look at the drawing of the swimming pool .What do you call the end   in which you can't stand up? Yes, that's right. It is the deep end. What do you call the other end, the end where there is only a little bit of water? It is called the shallow end.[13]

In addition to techniques in teaching vocabulary, discovery techniques and practice are activities which are designed to teach and practice words and their various uses. Furthermore, he gave some examples form of presentation as the best way to bring new words into the classroom such as:

- realia, one way of presenting words is to bring the things they represent into the classroom - by bringing 'realia' into the room. Words like 'postcard', 'ruler', 'pen', 'ball' can obviously be presented in this way.
- pictures, can be used to explain the meaning of vocabulary items and illustrate concepts such as *above* and *opposite* just as easily as hats, coats, walking sticks, cars, smiles, and frowns.
- mime, action and gesture, it is often impossible to explain the meaning of words and grammar either through the use of realia or in pictures. Actions, in particular, are probably better explained by mime.
- Contrast, words exist because of their sense relations and this can be used to teach meaning.
- Enumeration, another sense relation looked at in was that of *general and specific* words. We can use this to present meaning.

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[13] Johannes A. Prayogo, *Kencenderungan-Kecenderungan Dalam Pengajaran Bahasa: Pembelajaran Bahasa Inggris Di sekolah Menengah Sebagai Sasaran*. Unpublished Paper, 1998.

- Explanation, it is worth remembering that explaining the meaning of a word must include explaining any facts of word use which are relevant.
- Translation, it is a quick and easy way to present the meaning of words but it is not without problems and it a bit too easy for pupils by discouraging them from interacting with the words.[14]

In relation with the technique in teaching vocabulary explained above, other vocabulary teaching strategies presented below are based on the idea that pupils' vocabulary growth and acquisition can be obtain by developing pupils' background knowledge of words and their categorizing skills. Furthermore they stated that background knowledge of words can be provided through a discussion of (a) word histories such as *generalization, specialization,* (b) figurative language such as *metaphor, hyperbole,* and (c) , word relations, such as *analogies,* example: 'glass-water, boat cargo'; *homographs,* example: 'wind-wind, record-record'; *synonyms, antonyms, associations, homonyms (homophones), classification, words with multiple meanings and words with denotative-connotative meanings.*

All of these presentation techniques either singly or in combination are useful ways of introducing new words. What must be remembered with vocabulary presentation, too, is that pronunciation is just as important here as it is for structural material. We should not introduce words without making sure that pupils know how they are said. Not only will this mean that they can use the words in speech, it will also help them to remember the words.

Pictures

To discuss this part, it is better to define first what a picture is. A picture is: (1) painting, drawing, sketch, of something, especially as a work of art, (2) beautiful scene, object, person, etc, (3) type of embodiment, (4) account or description that enables somebody to see in his mind an event, etc, (5) Film (to be) shown in a cinema, and (6) what is seen on a television screen. Based on these definitions, it can be understood that a picture is an object about something that derived from drawing or photography.[15]

In relation to the purpose of teaching vocabulary through pictures, it is better to raise the question on why we need and use

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[14] Harmer, *The Practice…,* h. 212.

[15] Hornby, AS. *Oxford Advanced Learner's Dictionary of current English.* (Oxford: Oxford University Press, 1987), h. 34.

pictures in language teaching. To answer this question, Pictures are very flexible language teaching. It can be use whether the pupils are children or adults, for teaching vocabulary, practicing grammar, stimulating writing practice, and for many other activities.[16] One use pictures because pictures can evokes a variety of thoughts and emotion that strike the receiver at several levels simultaneously and give a lot of information. They may used to arouse interest, motivation introduce new items, illustrate specific steps in the presentation, develop appreciation, review unit of subject matter, and test pupils' knowledge. Furthermore, it is important to have as wide range of resources as possible in the classroom so that the pupils can have a rich base and stimulus for this development and the resources must include pictures. Things that the pupils see play an enormous part in affecting them and in giving them information. The pupils predict, deduce and infer, not only from what they hear and read but from what they see around them and from what they remember having seen. Pictures are not just an aspect of method but through their representation of places, objects and people they are an essential part of the overall experiences help the pupils to cope with. He further adds that specifically, pictures contribute to: 1) interest and motivation; 2) a sense of the context of the language; and 3) a specific reference point or stimulus.[17]

In choosing what kind of pictures used in language teaching, Harmer (1991: 178) states that pictures whether drawn, taken from books, newspaper and magazines, or photographed have always used by the teacher to facilitate learning. Furthermore, he adds that pictures can be in the form of: (1) flashcards (small cards which we can hold up for the pupils to see), (2) large wall pictures (big enough for everyone to see detail), (3) cue cards (small cards which pupils use in pair or group work), (4) photograph or illustration. Pictures of all kinds can be used in a multiplicity of ways as the following examples:

- Drills: with lower-level pupils, an appropriate use for pictures, particularly for drilling grammar items, for cueing different sentences and practicing vocabulary

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[16] Celce M. Murcia, And McIntosh, L. *Teaching English as a second or Foreign Language. Language Teaching Aids.* (New York: USA Newbury House, 1979), h. 98.

[17] A. Wright, *Pictures for Language Learning.* (Cambridge: Cambridge University Press, 1989), h. 43.

- Games: pictures are extremely useful for a variety communication activity, especially where these have a game.
- Understanding: one of the most appropriate uses for pictures is for the presenting and checking of meaning. In the same way, it is easy to check pupils' understanding
- Ornamentation: pictures of various kinds are often used to make work more appealing. In many modern course books, for example, a reading text will be adorned by a photograph.
- Prediction: pictures are useful for getting pupils to predict what is coming next in a lesson. Thus, pupils might look at a picture and try to guess what it shows.
- Discussion: pictures can stimulate questions for discussion

Related to the all activities above, pictures should certainly be subjected to some practical criteria for assessment of their value, but such criteria should apply to all activities whether they involve pictures or not. Five criteria provide a way of deciding whether to use an activity or not, whether the activity is a conventional drill or game making use of pictures that is: (1) easy to prepare; (2) easy to organize; (3) Interesting; (4) meaningful and authentic and (5) sufficient amount of language.

The choice and use of pictures is very much a matter of personal taste, but should be bear in mind three qualities that pictures need to posses if they are to engage pupils and be linguistically useful. In the first place, they need to be appropriate not only for the purpose in hand but also for the classes they are being used for. Second, the pictures should be visible. They have to be big enough so that all our pupils and can see the necessary detail. Lastly, pictures should be given to how to make them durable and perhaps they can be stuck to cards and protected with transparent coverings. Some criteria to be used to make the pictures effective for class use include the following. They should be: Large enough to be seen from all parts of the room; Clear and simple in design; Without captions (so that they can be used for diverse purposes); Both in black and white and in color for practice in more advanced units; There should be more than one picture of each concept: person animal, or thing in different situation; Where feasible, there could be two pictures files: one with pictures related to the lives and experiences of learners in their native land; one with pictures related to the target country.[18]

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[18] M. Finnochiaro, and C. Brumfit, *The Functional-Notional Approach From Theory to practice. (*Oxford: Oxford University Press, 1983), h. 78

Teaching Vocabulary through Pictures

As stated before, teaching through pictures is intended to increase pupils' vocabulary, in this case the writer assumption that teaching through pictures is one of an effective technique that can used in teaching vocabulary in order to increase pupils' vocabulary.

Successful language learning outside the school is generally in a situation where the learner can see what is named by the word to be learned. Whenever possible, that condition of successful vocabulary learning should be providing in second or foreign-language classroom. In this case the writer thinks that picture is one of media that can use in teaching vocabulary because pupils directly see the pictures and can named by the word to be learned. Pictures can be used to explain the meaning of vocabulary items: teachers can draw things on the board or bring in pictures. For helping pupils understanding the meaning of a word, we often find that a picture is useful, if it is big enough to be seen by all members of the class.[19]

In addition to prepare what kinds of pictures will be used in teaching and learning process. Because successful planed of teaching and learning depends on the effective use of pertinent pictures. In choosing the pictures that will be used, in this case must be suitable with the material being discussed. The pictures can be out from magazines, or drawn by the teacher, by friends of the teacher, or perhaps by the pupils themselves. Pictures for vocabulary teaching come from many sources. In addition to those drawn by the pupils (or by the teacher) there are attractive sets which are intended for schools. Pictures which have been cut out of magazines and newspaper are also useful; many inexpensive books for children have attractive pictures which show meanings of basic words.

Pictures from magazines, calendar, these can be used for many teaching activities and also can be put on the wall of the classroom to make it more attractive.[20] In this matter, the pictures should be large and clear enough use in front of the classroom to the whole class. It is good to mount the picture on the piece of poster board large than the

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[19] Virginia F. Allen, *Techniques in Teaching Vocabulary*. (Oxford: Oxford University Press, 1983), h. 41.

[20] Evelyn C. Davis, *Guidelines for Excellence; Assisting Teacher of English As A Foreign Language, Integrated Skills Approach,* (Ujung Pandang: Hasanuddin University & The Summer Institute of Linguistics, 1988), h. 88.

pictures itself so they can be held up without the hand covering part of pictures or sometimes the teacher can stick it on the board.

In addition to vocabulary teaching using pictures technique, picture clues strategy includes the used of: (a) picture clues in books example name of a person or an animal printed under the picture; (b) pictured vocabulary cards, example cards that have a picture and the word that represents the picture on one side and the word alone on the other side; and (c) pictured dictionaries, consisting of pictured dictionaries prepared in the classroom and pictured dictionaries prepared commercially; both basically contain pictures to illustrate the words written in the dictionaries. In this strategy or technique teachers are required to make use of picture as the medium to introduce words.

With respect to the above statement about teaching vocabulary through pictures, it can be elaborated that the task collecting data relates to the information the pupils get from the pictures that enables to enlarge their vocabulary, for instance, in an activity of teaching learning process using pictures, as analogies the pupils will develop their vocabulary because through pictures the pupils will directly see the pictures and try to guess the name of the object base on the pictures. Then, they asked to remember the name of an object through pictures that teacher shows to them. Through this activity the pupils are expected to get new vocabulary entry to enrich them with English new vocabulary. In this case, it is important to elaborate an example and the procedure to use the pictures technique in teaching vocabulary in order to increase pupils' vocabulary as follows:

Sample Activities:
This is an example of what can be done with pictures. As an English teacher starts using pictures in new and creative ways, he will come up with many variations.
Vocabulary Building
Level: Elementary
Group: Individual or in pair
Language focus: Nouns
Purpose: To enable the pupils to develop their vocabulary through pictures
Text type: Mention the name of objects
Material: Sets of pictures about objects at home

In this activity:

Pupils are asked to mention the name of object, write the word, pronounce, and use the words in communicative context.

Procedures for communicative activity:

- Explain the topic to pupils that will be discuss in this class, for example about 'Object around at home.
- Prepare the suitable pictures with the topic, it can cut out from magazine or drawn by yourself about sample of object at home (glass, plate, spoon).
- Show the pictures through slide or hold up the picture to the class or it can stick on the board.
- Ask pupils to guess the name of the object in English.
- Ask them to pronounce the words and write it correctly.
- Finally asked them to memorize the entire name of the object in English word and copy on their notes book.

Conclusion

In order to make the teaching learning process runs well especially in teaching vocabulary, the teacher needs to provide the pupils with one effective technique, so that they can easy to understand the lesson. In this case, the writer assumed that teaching vocabulary with pictures is one of effective technique. The used of picture clues and recognition of sight words are strategies that children usually are taught in the earliest stages before the other strategies are introduce.

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